**Bloom’s Revised Taxonomy - Student Actions**

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| **CREATING** (Constructing a new product)assemble, construct, create, design, develop, formulate, write, invent, compose, predict, plan, design, imagine, propose, devise, formulate, combine, hypothesize, originate, add to, forecast | **EVALUATING**(Judgment)appraise, defend, judge, rank, rate, select, prioritize, support, value, understand, choose, conclude, decide, evaluate, gauge, justify, debate, verify, argue, recommend, assess, determine, critique, criticize, weigh, estimate |
| **Analyzing****(breaking things down)**analyze, examine, dissect, distinguish, relate, specify, infer, group, differentiate, diagram, categorize, compare, contrast, investigate, separate, advertise, take apart, subdivide, deduce  | **Applying****(Using knowledge in new situations)**determine, find out, operate, make, solve, use, show, apply, demonstrate, compute, draw, give an example, illustrate, state a rule or principle, construct, complete, examine, classify, choose, interpret, put together, change, produce, translate, calculate, manipulate, modify, put into practice  |
| **Understanding****(Comprehension)**interpret, restate, summarize, translate, comprehend, describe, paraphrase, tell in you own words, set, rewrite, convert, explain, put in order, trace, read, watch, outline, discuss, distinguish, predict, translate, relate, generalize, demonstrate, visualize, find out more information about | **Remembering****(recall; recognition)**match, memorize, define, tell, state, underline, fill in the blank, identify, label, locate, list, memorize, name, recall, spell, listen, describe, relate, find, state, name, recognize, reproduce, draw, select, recite |

**Possible Products/Outcomes**

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| **CREATING** **(making something original based on new knowledge)**Invent a machine to do a specific task. Design a building to house your study. Create a new product, give it a name and then devise a marketing strategy. Design a record, book or magazine cover. Sell an idea. Devise a way to … Compose a rhythm or put new words to an old song. | **EVALUATING**(Judgment)Prepare a list of criteria to judge a ..show? Remember to indicate priorities and ratings. Conduct a Paideia/Socratic Seminar about a special issue. Make a booklet about 5 rules you see as important to convince others. Form a panel to discuss views. Write a letter to .... advising on changes needed at … Write a half yearly report. Present your point of view.  |
| **Analyzing****(breaking things down)**Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a point of view. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report. Arrange a party and record as a procedure. Review apiece of art including form, colour and texture  | **Applying****(Using knowledge in new situations)**Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a papier-mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game showing the ideas from an area of study. Make a clay model of an item in the area. Design a market strategy for your product. Dress a doll in costume. Paint a mural. Write a textbook outline.  |
| **Understanding****(Comprehension)**Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Retell the story in your own words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a coloring book.  | **Remembering****(recall; recognition)**Make a list of the main eventsMake a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the …in the story. Make a chart showing...Make an acrostic. Recite a poem |

**Question Stems**

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| **CREATING** **(making something original based on new knowledge)**• Can you design a...to...?• Can you see a possible solution to...?• If you had access to all resources, how would you deal with...?• Why don't you devise your own way to...?• What would happen if ...?• How many ways can you...?• Can you create new and unusual uses for...?• Can you develop a proposal which would...? | **EVALUATING**(Judgment)• Is there a better solution to...?• Judge the value of... What do you think about...?• Can you defend your position about...?• Do you think...is a good or bad thing?• How would you have handled...?• What changes to.. would you recommend?• Do you believe...? How would you feel if. ..?• How effective are. ..?• What are the consequences..?• What influence will....have on our lives?• What are the pros and cons of....?• Why is ....of value? • What are the alternatives?• Who will gain & who will loose?\.  |
| **Analyzing****(breaking things down)**• Which events could not have happened?• If. ..happened, what might the ending have been?• How is...similar to...?• What do you see as other possible outcomes?• Why did...changes occur?• Can you explain what must have happened when...?• What are some or the problems of...?• Can you distinguish between...?• What were some of the motives behind..?• What was the turning point?• What was the problem with...? | **Applying****(Using knowledge in new situations)**• Do you know of another instance where…?• Can you group by characteristics such as…?• Which factors would you change if…?• What questions would you ask of…?• From the information given, can you develop a set of instructions about…?  |
| **Understanding****(Comprehension)**• Can you write in your own words? • How would you explain…?• Can you write a brief outline...?• What do you think could have happened next...?• Who do you think...?• What was the main idea...?• Can you clarify…?• Can you illustrate…?• Does everyone act in the way that …….. does? | **Remembering****(recall; recognition)**• What happened after...?• How many...?• What is...?• Who was it that...?• Can you name ...?• Find the meaning of…• Describe what happened after…• Who spoke to...?• Which is true or false…? |